

Executive Summary
Blue Ribbon Panel
Educator Astronaut Program

The Space Foundation was charged with establishing a “Blue Ribbon Panel” to develop criteria to evaluate job applicants for the Educator Astronaut positions, which will distinguish what is a “superior” educator.

A diverse panel of eight educators was formed and led by Dr. Patricia Arnold, Vice President of Education and Workforce Development for the Space Foundation. The panel was comprised of experts from all levels within the K-16 teaching profession. It included Dr. Mary Gromko, science coordinator, Colorado Springs, CO.; Ms. Patty Holeman, elementary teacher, Melbourne Beach, Fla.; Mr. Carl Jason, middle school teacher, St. Louis, MO.; Mr. Paul Konichek, high school teacher, Wisconsin Rapids, Wis.; Dr. Diana Natalicio, president, University of Texas at El Paso and Space Foundation Board Member; Ms. Lyneen Osburne, middle school teacher, Manitou Springs, CO.; Ms. Althea Smith, Challenger Center Flight Instructor, Colorado Springs, CO.; and Dr. Ken Vedra, Superintendent of Schools, Academy District 20, Colorado Springs, CO.

The panel worked intensively for five weeks. It started with broad based brainstorming and research of superior teacher qualities. Overtime, a condensed, but substantive tool for “superior” teacher selection was developed.

The following document includes an Overview of the Five Main “Superior” teacher Categories, the Scoring Criteria Rubric, Scoring Criteria “Look Fors” Comprehensive List, Anchor Paper Overview, Examples of Anchor Papers and Scoring, Glossary, References and Recommendations. The Scoring Criteria “Look Fors” Comprehensive List contains performance indicators to help the rater distinguish “superior” teachers through examples of their performance. The Anchor Papers are also examples of reference letters that identify specific educator qualities providing additional understanding for the raters. The panel was quite thorough in using understandable vocabulary, however, we provided a Glossary of terms as one more helpful tool.

NASA: BLUE RIBBON PANEL THE FIVE MAIN “SUPERIOR” TEACHER CATEGORIES

PROFESSIONAL LEADERSHIP

1. **Vision:** Ability to see the far-reaching tone and direction of education.
2. **Knowledge:** Understanding gain by actual experience, the state of being aware of something or having information, something learned.
3. **Effective Communicator:** Maintains a precise and constant flow of communication.
4. **Multicultural Awareness:** Demonstrates extensive experience, and high level of comfort, working with individuals from varying geographic, demographic, and cultural borders.

INDIVIDUAL CHARACTERISTICS

5. **Individual Characteristics:** Sets an overall tone of competence, optimism, integrity and inspiration, by example. Models a disciplined, synergistic lifestyle that provides the energy and endurance to handle the physical and emotional challenges of leadership in education

Scoring Criteria Rubric

Superior Teacher (4 points)	Exceeds Criteria (3 points)	Meets Criteria (2 points)	Adequate (1 point)
♦ Evidence that the teacher possesses all of the indicators.	♦ Evidence that the teacher possesses most of the indicators.	♦ Evidence that the teacher possesses many of the indicators.	♦ Evidence that the teacher possesses few of the indicators.

I. PROFESSIONAL LEADERSHIP

A) Vision: Demonstrates the ability to see the far-reaching tone and direction of education

Indicators for Vision:

1. Farsighted: Analyzes and uses information to improve teaching and learning, now and in the future. Establishes high standards of learning for all students, helping students set individual learning goals that are attainable.
2. Persuasive: Connects relationships between diverse and disparate content areas to create learning opportunities for students, using a variety of teaching skills. Influences the entire school community, administrators, parents, and staff to embrace projects and programs.
3. Resourceful: Goes beyond the school community to solicit additional resources to enhance classroom instruction and/or student activities in the community (individual donations, business sponsors, fund raisers, grants, etc.)
4. Global View: Organizes projects that integrate classrooms and various communities in a manner that influences students to develop a passion for learning.
5. Clarity of Purpose: Allows students to use inquiry, critical thinking, self-assessment and various other strategies to develop a sense of lifelong learning. Utilizes conceptual units that align with standards.

B) Knowledge

Indicators for Knowledge:

1. Content: Implements differentiated instruction to meet the needs of all students. Routinely uses integrated units of instruction across all content areas. Uses diagnostic tools to determine students' learning styles, multiple intelligences and gender differences. Publishes professionally in a content area. Regularly presents on content area to professional organizations or at educator meetings. Is recognized by peers as an expert in the field.
2. Evidence of Lifelong Learning: Participates in action research. Analyzes and evaluates content information. Implements new content knowledge, strategies and techniques. Conducts original research to improve educational practices and shares results with colleagues.
3. Higher Order Thinking Skills: Encourages students to be lifelong learners. Provides students with opportunity to judge a process related to solving a problem or complete a project that involves the use of supporting data. Takes risks by using creativity and research to develop and share new units of instruction that include controversial or unproven topics. Instructs and encourages colleagues to implement new teaching techniques.

C) Effective Communicator: Maintains a precise and constant flow of communication

Indicators for Effective Communicator:

1. Interpersonal Relations: Promotes and maintains positive relationships with students, colleagues, parents, and community.
2. Feedback: Accepts constructive criticisms and makes appropriate modifications. Provides information to colleagues and students regarding their progress and growth. Communicates with parents routinely. Designs and implements student service learning in the community. Encourages and reinforces parent and community participation in the classroom.
3. Coach: Engages colleagues in higher level thinking through effective inquiry. Supports colleagues through effective modeling and regular dialogues.
4. Rapport: Maintains relationships with former students, encouraging and assisting, when necessary, with future successes. Consistently and spontaneously considers the interests and needs of each student and responds to these individual needs, making every effort to personalize each experience for each student. Promotes risk-taking among students and colleagues to facilitate individual and group exploration of ideas.

D) Multicultural Awareness: Demonstrates extensive experience, and high level of comfort, working with individuals from varying geographic, demographic, and cultural borders.

Indicators for Multicultural Awareness:

1. Global Perspective and Innovation: Understands that science and technology have advanced through the contributions of many different people in different cultures at different times in history. Develops conceptual units that include a variety of countries throughout the globe, and assessment tools for bilingual students. Is involved in cultural exchange programs.
2. Sensitivity: Demonstrates cultural diversity. Incorporates understandable and usable teaching processes for diverse students. Encourages all students' ownership in their learning.
3. Internationally Astute/Global Leadership Image: Implement programs and projects that bring diverse views to the community. Travels and feels comfortable living and working with different cultures. Teaches students to appreciate and value other cultures.

II. INDIVIDUAL CHARACTERISTICS

Individual Characteristics: Sets an overall tone of competence, optimism, integrity and inspiration, by example. Models a disciplined, synergistic lifestyle that provides the energy and endurance to handle the physical and emotional challenges of leadership in education.

Indicators for Individual Characteristics:

1. Role Model: Helps students to justify, evaluate, and support behavior, which is believable, ethical, and trust-worthy. Teaches students how to be a good role model through appraisal, comparisons and contrasts, interpretation, and justification.
2. Respectful: Develops mutually respectful relationships in the learning environment. Treats students as individuals, listening before passing judgment or responding critically.
3. Flexible: Guides students in understanding and practicing flexibility and patience.
4. Dedicated: : Identifies a vision and demonstrates the commitment to fulfill a vision.
5. Energetic: Exudes excitement. Consistently radiates positive energy. Energizes others by pointing out and focusing on potential solutions, options, and favorable development.
6. Balanced: Consistently assists students in creating a balance between academics, social and extracurricular activities, and family. Helps students to examine, evaluate, and make judgments pertaining to living a balanced life. (The panel feels this is important, however, if NASA determines that this cannot be pulled from the application then it can be left out)

**SCORING CRITERIA
“LOOK FORs”
COMPREHENSIVE LIST**

PROFESSIONAL LEADERSHIP
Vision

Farsighted	Persuasive	Resourceful	Global View	Clarity of Purpose
<ul style="list-style-type: none"> ◆ Analyzes and uses information to improve teaching and learning, now and in the future ◆ Establishes high standards of learning for all students, helping students set individual learning goals that are attainable ◆ Uses data and references to predict future events and decisions ◆ Is highly organized for learning activities in the classroom ◆ Recognizes talent early and provides growth activities ◆ Develops effective systems and procedures for organizing people and material resources ◆ Uses effective models of change to enhance performance through the entire change process 	<ul style="list-style-type: none"> ◆ Connects relationships between diverse content areas to create learning opportunities for students, using a variety of teaching techniques ◆ Influences the entire school community, administrators, parents, and staff to embrace project and programs ◆ Gets things done by convincing others of the value of different points of view ◆ Presents ideas to others in such a way that creates buy in among all parties involved ◆ Collects input and opinions from peers and others as part of the influencing the decision making process 	<ul style="list-style-type: none"> ◆ Goes beyond the school community to solicit additional resources to enhance learning in the community (grants, proposals, corporate donations, individual donations, fund raisers, etc.) ◆ Is creative and tenaciously resourceful in soliciting the entire school community – administrators, teachers, parents, friends, etc., to promote interdisciplinary units throughout school ◆ Encourages students to identify resources beyond the school ◆ Adopts a systematic organized approach to problem solving ◆ Uses existing resources to create successful new ventures ◆ Uses existing resources across curricula to successfully promote thematic programs ◆ Uses resources to gain knowledge 	<ul style="list-style-type: none"> ◆ Organizes projects that integrate classrooms and various communities in a manner that influences students to develop a passion for learning ◆ Links the school learning community through internet technology to the world and the universe ◆ Presents content from a global perspective 	<ul style="list-style-type: none"> ◆ Allows students to use inquiry, critical thinking, self-assessment and various other strategies to develop a sense of lifelong learning ◆ Possesses a mission statement that expresses a deep belief that students can continually grow and change and attain self-actualization ◆ Encourages students to participate in creating their learning activities ◆ Provides challenging opportunities for all students to learn ◆ Demonstrates an understanding of the child as an individual with unique learning needs ◆ Demonstrates, explains, and organizes students to develop focus ◆ Devote self by concentrating, dedicating, and devoting efforts towards a task or good will ◆ Emphasizes the importance of making decisions independently ◆ Sets clear work priorities for self and others ◆ Performs as promised, meeting all deadlines

PROFESSIONAL LEADERSHIP
Knowledge

Content	Evidence of Lifelong Learning	Higher Order Thinking Skills
<ul style="list-style-type: none"> ◆ Publishes professionally in a content area ◆ Regularly presents on content area to professional organizations or at educator meetings ◆ Publishes in a content-related professional refereed journal ◆ Is recognized by peers as an expert in the field ◆ Presents at a professional meeting on a content area ◆ Completes advanced graduate degree ◆ Integrates content to have students complete a high level project ◆ Demonstrates ease in ability to speak publicly about content area ◆ Demonstrates extensive formal course work in a content-related area ◆ Serves on professional content review committee ◆ Uses technology as a tool for content learning ◆ Understands and uses correct research techniques ◆ Possesses skills in the core activities of education ◆ Uses conceptual units that align with content standards ◆ Uses diagnostic tools to determine students' learning styles, multiple intelligences and gender differences ◆ Uses differentiated methods to address various learning styles ◆ Implements strategies for hands on project-based learning ◆ Shares information with others via presentations and workshops ◆ Implements differentiated instruction to meet the needs of all students. ◆ Routinely uses integrated units of instruction across all content areas. 	<ul style="list-style-type: none"> ◆ Participates in action research ◆ Analyzes and evaluates content data ◆ Participates in graduate coursework in content area ◆ Implements new content knowledge, strategies and techniques ◆ Attends content- or methods-related seminars and meetings ◆ Expands knowledge base ◆ Elevates teaching skills ◆ Conducts original research to improve educational practices, now and shares results with colleagues 	<ul style="list-style-type: none"> ◆ Encourages students to be lifelong learners ◆ Provides students with opportunities to critique the steps related to solving a problem or complete a project that involves the use of supporting data ◆ Provides opportunities for students to teach others ◆ Routinely engages students in analyzing and synthesizing information ◆ Participates in the design of curricula, including content related standards and assessments ◆ Provides students with the opportunity to collect data and use it in predicting an outcome ◆ Uses data to design instruction for students ◆ Promotes risk taking among students and colleagues to facilitate individual and group exploration of ideas ◆ Sponsors independent learning opportunities for students in content areas ◆ Takes risks by using creativity and research to develop and share new units of instruction that include controversial or unproven topics ◆ Instructs and encourages colleagues to implement new teaching techniques ◆ Initiates and shares new techniques and strategies in teaching and learning

PROFESSIONAL LEADERSHIP

Effective Communicator

Interpersonal Relations	Feedback	Coach	Rapport
<ul style="list-style-type: none"> ◆ Promotes and maintains positive relationships with students, colleagues, parents, and community ◆ Develops and implements open forum for students, colleagues, parents and the community ◆ Stimulates colleagues to think, feel, and learn ◆ Accommodates the needs and interests of others by showing a willingness to defer personal performance and /or objectives to assist others 	<ul style="list-style-type: none"> ◆ Accepts constructive criticisms and makes appropriate modifications ◆ Provides information to colleagues regarding their progress and growth ◆ Maintains portfolio for students regarding their progress and growth ◆ Maintains empathetic attitude with students ◆ Respects students' differences ◆ Contacts parents at first sign of difficulty in meeting learning requirements ◆ Contacts parents when students are doing well in class 	<ul style="list-style-type: none"> ◆ Supports colleagues through effective modeling and regular dialogues ◆ Provides colleagues with information regarding best practices ◆ Models effective teaching practices ◆ Adheres to standards and school policies ◆ Mentors other teachers ◆ Spontaneously engages in mutually responsive and accepting dialogues with students and colleagues ◆ Regularly engages in responsive dialogues 	<ul style="list-style-type: none"> ◆ Maintains relationships with former students, encouraging and assisting, when necessary, with future successes. ◆ Establishes mutually approving and favorable relationships with ALL students. ◆ Genuinely likes students and expects them to reciprocate ◆ Sees rapport as a favorable and necessary condition of learning. ◆ Uses humor in the classroom to create a positive feeling tone ◆ Uses positive reinforcement with students in a genuine and caring manner ◆ Consistently establishes a caring learning environment ◆ Respects students' confidentiality

PROFESSIONAL LEADERSHIP
Multicultural Awareness

Global Perspective and Innovation	Sensitivity	Internationally Astute Global Leadership Image
<ul style="list-style-type: none"> ◆ Encourages collaboration among diverse students ◆ Implements assessment tools for bilingual student ◆ Invites diverse guest speakers to present information to students ◆ Implements cultural awareness ◆ Researches multiculturalism ◆ Is involved in cultural exchange programs ◆ Develops conceptual units that include a variety of countries throughout the globe 	<ul style="list-style-type: none"> ◆ Creates an equitable environment for all students regardless of gender, ethnicity, religion and nationality ◆ Incorporates understandable and usable processes for diverse students ◆ Modifies learning to align standards ◆ Encourages students' ownership in their learning ◆ Provides extra support for bilingual students 	<ul style="list-style-type: none"> ◆ Develops and implements programs and projects that bring diverse views to the community ◆ Travels and feels comfortable living and working with different cultures ◆ Teaches students to appreciate and value other cultures ◆ Continues professional growth and development on multicultural awareness ◆ Appreciates and values other cultures and customs ◆ Models the skills and values of inquiry to diverse groups ◆ Is comfortable crossing time zones, eating unfamiliar foods, dealing with new customs, and generally adapting to other culture

INDIVIDUAL CHARACTERISTICS

Role Model	Respectful	Flexible	Dedicated	Energetic	Balanced
<ul style="list-style-type: none"> ◆ Helps students to justify, evaluate, and support behavior which is believable, ethical, and trust-worthy ◆ Teaches students how to be a good role model through appraisal, comparisons and contrasts, interpretation, and justification ◆ Applies concepts and principles to practical personal visibility in both daily and ceremonial settings ◆ Makes personal sacrifices when necessary to achieve goals ◆ Becomes the “go to” person who maintains focus to complete assigned tasks ◆ Is perceived by others as being trustworthy, motivating, fair, honest, and having the utmost integrity, often being called upon to mediate situations 	<ul style="list-style-type: none"> ◆ Develops mutually respectful relationships in the learning environment ◆ Treats students uniquely to meet individual needs listening before passing judgment or responding critically ◆ Is respected by parents and community members ◆ Practices dignity, good rapport, honor, prestige and appreciation ◆ Is respected by colleagues ◆ Demonstrates welcoming attitude that makes it easy for others to approach ◆ Practices accessibility and responsiveness ◆ Establishes classroom expectations that allows for exceptions or accommodations as appropriate ◆ Creates a respectful classroom environment ◆ Shows empathy for students’ feelings and needs 	<ul style="list-style-type: none"> ◆ Guides students in understanding and practicing flexibility and patience ◆ Thinks objectively ◆ Applies tolerance and charity in daily practices ◆ Responds to the total situation rather than acting impulsively ◆ Capable of adapting to and withstanding stress ◆ Adapts positively to change 	<ul style="list-style-type: none"> ◆ Consistently generates new ideas that provide excitement in learning for students and colleagues ◆ Consistently engages students in exciting, real-world activities to enhance learning ◆ Demonstrates concern about the qualifications of staff who teach in content areas ◆ Demonstrates ongoing activities related to professional growth and development ◆ Assists students in transferring applications of learning from one situation to another ◆ Knew at an early age that he/she wanted to be a teacher ◆ Sets clear expectations linked with supportive strategies to assist students to become dedicated to learning ◆ Focuses on students when teaching ◆ Demonstrates excitement about learning ◆ Determined to succeed in teaching 	<ul style="list-style-type: none"> ◆ Exudes excitement ◆ Consistently radiates positive energy ◆ Energizes others by pointing out and focusing on potential solutions, options, and favorable development ◆ Sees many positive possibilities and is constantly upbeat ◆ Maintains a positive attitude and high energy level, despite circumstances ◆ Demonstrates the positive outcomes of being energetic to students and encourages them to be energetic ◆ Is active, constantly on the go 	<ul style="list-style-type: none"> ◆ Consistently assists students in creating a balance between academics, social and extracurricular activities, and family ◆ Helps students to examine, evaluate, and make judgments pertaining to living a balanced life ◆ Possesses good judgment, prudence, and sensibility that creates stability and harmony across the various components of personal and career responsibilities ◆ Adapts well to conflicting personal and work demands

BLUE RIBBON ANCHOR PANEL PAPER SCORING OVERVIEW

The following are examples of Superior Candidate Reference Anchor Papers. Some are written professionally as from a supervisor standpoint, others contain some grammatical or syntax errors as written by the students or parents. Blue Ribbon Panel members independently scored these papers, and were consistent in ratings supporting inter-rater reliability. The panel wants to caution the raters not to infer or read more into words or phrases than is actually there.

March 10, 2003
Re: Susan B. Anthony

SUPERVISOR
ANCHOR SCORING – SUPERIOR Category

To Whom It May Concern:

Susan Anthony is currently a Mathematics teacher at Downtown High School in Maintown, Colorado. She has been in that position since 1998 and prior to that time she was a middle school mathematics teacher in the Maintown Public Schools. I have known

Susan since 1978, when she was a student and athlete at Uptown High School. It was at **(Individual Characteristics – Dedicated)** this time that she indicated that she wanted to be a teacher. She is a very committed **(Individual Characteristics – Role Model, Dedicated)** professional educator. She is involved in the community as a YMCA basketball coach **(Vision – Clarity of Purpose; Knowledge - Higher Order Thinking Skills; Individual Characteristics - Energetic)** and sponsors the Mathematics Club at school. Susan should be an educator astronaut for

the following reasons:

(Individual Characteristics – Respectful, Dedicated)

She is very student centered in her approach to teaching. Susan individualizes **(Vision – Clarity of Purpose; Knowledge – Content; Multicultural Awareness– Sensitivity)**

student instruction maximizing their potential to learn in class. She permits students to work independently in class on content related activities. Her classes **(Vision – Clarity of Purpose; Knowledge - Content, Higher Order Thinking Skill)**

provide challenging activities to students and she involves them in the design of **(Vision – Clarity of Purpose; Knowledge - Content)** their learning activities;

- Susan is very knowledgeable in her content area. She has presented at the state
- **(Knowledge – Content, Evidence of Life Long Learning, Higher Order Thinking Skills)**
- mathematics conference on using assessment data to design learning activities that **(Vision–Global View; Knowledge - Content, Higher Order Thinking Skills)**
- assist students in achieving state standards. She uses simulations and problem
- **(Individual Characteristics–Dedicated)**
- solving activities into her classroom lessons regularly;
- **(Effective Communicator - Interpersonal Relations)**
- Susan takes personal pride in the accomplishments of her students. She is visible
- **(Individual Characteristics–Coach, Rapport)**
- at school activities and monitors students in the halls, engaging them in
-

- conversation about their activities and interests;
- **(Effective Communicator – Interpersonal Relations) (Individual Characteristics – Role Model)**
- She is reliable, honest, communicates well, and is very trustworthy. Her
- **(Knowledge – Content) (Effective Communicator- Coach) (Individual Characteristics– Role Model, Respectful, Dedicated)**
- colleagues consider her to be an expert in the area of teaching Integrated
-
- Algebra/Geometry/ Algebra II and look to her for coaching and assistance;
- **(Vision - Clarity of Purpose; Individual Characteristics – Energetic)**
- She is energetic, works hard, and goal driven;
- **(Knowledge – Content, Evidence of Life Long Learning)(Effective Communicator – Coach, Feedback)**
- Susan actively engages in professional development and has designed and
- **(Knowledge – Content, Evidence of Life Long Learning)**
- delivered several building and district in-service programs. She has published two
- **(Effective Communicator – Interpersonal Relations, Coach)**
- articles on mathematics instruction in AERA’s Educational Research Journal;
-
- Susan is a positive role model for all students and for her peers; and
- **(Individual Characteristics– Role Model, Respectful, Dedicated)**
-
- She can be counted on to be a team player and leader within the school setting.

Without hesitation, I recommend Susan Anthony for consideration to be an educator-astronaut.

Sincerely,
 Stephan B. Good, Ed.D
 Supervisor

March 10, 2003

Re: Susan B. Anthony

To Whom It May Concern:

Susan Anthony is currently a Mathematics teacher at Downtown High School in Maintown, Colorado. She has been in that position since 1998 and prior to that time she was a middle school mathematics teacher in the Maintown Public Schools. I have known Susan since 1978, when she was a student and athlete at Uptown High School. It was at this time that she indicated that she wanted to be a teacher. She is a very committed professional educator. She is involved in the community as a YMCA basketball coach and sponsors the Mathematics Club at school. Susan should be an educator astronaut for the following reasons:

- She is very student centered in her approach to teaching. Susan individualizes student instruction maximizing their potential to learn in class. She permits students to work independently in class on content related activities. Her classes provide challenging activities to students and she involves them in the design of their learning activities;
 - Susan is very knowledgeable in her content area. She has presented at the state mathematics conference on using assessment data to design learning activities that assist students in achieving state standards. She uses simulations and problem solving activities into her classroom lessons regularly;
 - Susan takes personal pride in the accomplishments of her students. She is visible at school activities and monitors students in the halls, engaging them in conversation about their activities and interests;
 - She is reliable, honest, communicates well, and is very trustworthy. Her colleagues consider her to be an expert in the area of teaching Integrated Algebra/Geometry/ Algebra II and look to her for coaching and assistance;
 - She is energetic, works hard, and goal driven;
 - Susan actively engages in professional development and has designed and delivered several building and district in-service programs. She has published two articles on mathematics instruction in AERA's Educational Research Journal;
 - Susan is a positive role model for all students and for her peers; and
 - She can be counted on to be a team player and leader within the school setting.
- Without hesitation, I recommend Susan Anthony for consideration to be an educator-astronaut.

Sincerely,
Stephan B. Good, Ed.D
Superior

PARENT*

ANCHOR SCORING – SUPERIOR Category

To Whom It May Concern:

Mr. Doe has been a life savior as far as my Johnny is concerned. I really don't
(Effective Communicator – Interpersonal relations; Individual Characteristics – respectful)
know where to start, but we were blessed when Johnny stepped into his classroom. He

helped Johnny improve academically and emotionally, as well as
**(Vision – Clarity of Purpose; Effective Communicator – Feedback, Coach and Rapport;
Multicultural – Sensitivity;)**

helping our family get into position economically to obtain our share of the American
**(Vision – Persuasive, Resourceful, Effective Communicator – Interpersonal Relations,
Coach and Rapport; Individual Characteristics – Role Model, Respectful and Flexible)**
dream. You see, after my husband passed, little Johnny and myself moved from

Shannietown to the big city.

When we moved here I had not finished high school. Having a little boy and no
real career opportunities we moved in with my sister. The neighborhood we lived in was
rough. It was full of gunshots firing every night, drugs, poverty, gang warfare and other
unlawful activities. While I worked for a hotel downtown and went to night classes at
Jason Academy CEC High School, Johnny slowly got caught up in the gangster life style.

I attended Mr. Doe's evening science class in which I needed in order to complete
my GED requirements. From the start he seemed to be a passionate, intelligent and
(Individual Characteristics – Role Model, Respectful)
trustworthy man that was not only interested in teaching science but had a holistic

approach to the education of all students. So when the judge at juvenile court gave my
**(Vision – Farsighted; Resourceful, Global View, Clarity of Purpose; Knowledge – Content,
Evidence of Lifelong Learning, Higher Order Thinking Skills; Multicultural Awareness –
Sensitivity, Internationally Astute; Individual Characteristics – Dedicated)**

Johnny one last chance to go to school everyday and stay out of trouble he assigned him
to the academy. Johnny was placed in team 73 which was Mr. Doe's team. You see Mr.

Doe had started the last chance program at the school. This is a program in which other
**(Vision – Persuasive, Resourceful, Clarity of Purpose; Knowledge – Higher Order Thinking
Skills; Effective Communicator – Rapport; Individual Characteristics - Dedicated)**

men in the city volunteered to work 1-3 hrs. after school 2-4 evenings a week with
(Vision – Farsighted, Persuasive, Resourceful, Global View, Clarity of Purpose; Knowledge – Higher Order Thinking Skills; Effective Communicator – Interpersonal Relations; Individual Characteristic – Role Model, Respectful, Flexible)
troubled students and their parents.

From the start little Johnny was hostile and had a volatile relationship with adults and the system. Over a two year period with his patience, consistency and ability to see
(Vision – Clarity of Purpose; Multicultural Characteristics – Sensitivity; Individual Characteristics – Flexible, Balanced)
through a person's outward appearance, Mr. Doe slowly helped change little Johnny's

demeanor. Even though he was a science teacher he used phonics techniques that he had
(Vision – Farsighted, Persuasive, Clarity of Purpose; Knowledge – Content, Evidence of Lifelong Learning, Higher Order Learning Skills; Individual Characteristics – Flexible, Dedicated)
used on his own children, to help my son go from 4th grade to 12th grade reading level in

just two years. Mr. Doe was finally able to help my son ease out of the gang life by
(Vision – Persuasive, Resourceful, Global View, Clarity of Purpose; Individual Characteristics – Role model, Dedicated, Balanced)
getting him involved in basketball and the chess team. Finally, Mr. Doe helped my sister

and myself get on the lottery list to get a Habitat for Humanity home. We found out
(Vision – Resourceful, Clarity of Purpose; Effective Communicator - Interpersonal Relationships; Multicultural Awareness – Sensitivity, Internationally Astute/Global Leadership Image; Individual Characteristics – Respectful, Flexible)

yesterday that yes we will have our own home next summer. Let Mr. Doe become an Educator Astronaut but bring him back.

Sincerely,
Johnny's Mom

*parent letter received without consideration to correct grammar, syntax and sentence structures. Points shouldn't be deducted for parent errors.

** read each qualifying word or phrase for only its own merits; do not read more into it than necessary

To Whom It May Concern:

Mr. Doe has been a life savior as far as my Johnny is concerned. I really don't know where to start, but we were blessed when Johnny stepped into his classroom. He helped Johnny improve academically and emotionally, as well as helping our family get into position economically to obtain our share of the American dream. You see, after my husband passed, little Johnny and myself moved from Shannietown to the big city.

When we moved here I had not finished high school. Having a little boy and no real career opportunities we moved in with my sister. The neighborhood we lived in was rough. It was full of gunshots firing every night, drugs, poverty, gang warfare and other unlawful activities. While I worked for a hotel downtown and went to night classes at Jason Academy CEC High School, Johnny slowly got caught up in the gangster life style.

I attended Mr. Doe's evening science class in which I needed in order to complete my GED requirements. From the start he seemed to be a passionate, intelligent and trustworthy man that was not only interested in teaching science but had a holistic approach to the education of all students. So when the judge at juvenile court gave my Johnny one last chance to go to school everyday and stay out of trouble he assigned him to the academy. Johnny was placed in team 73 which was Mr. Doe's team. You see Mr. Doe had started the last chance program at the school. This is a program in which other men in the city volunteered to work 1-3 hrs. after school 2-4 evenings a week with troubled students and their parents.

From the start little Johnny was hostile and had a volatile relationship with adults and the system. Over a two year period with his patience, consistency and ability to see through a person's outward appearance, Mr. Doe slowly helped change little Johnny's demeanor. Even though he was a science teacher he used phonics techniques that he had used on his own children, to help my son go from 4th grade to 12th grade reading level in just two years. Mr. Doe was finally able to help my son ease out of the gang life by getting him involved in basketball and the chess team. Finally, Mr. Doe helped my sister and myself get on the lottery list to get a Habitat for Humanity home. We found out yesterday that yes we will have our own home next summer. Let Mr. Doe become an

Educator Astronaut but bring him back.

Sincerely,
Johnny's Mom

STUDENT
ANCHOR SCORING – SUPERIOR Category

Student: Ms. Student

06/25/03

Mr. T. probably asked me to write this reference because I've had him for both Physics, Astronomy and have been his science aid for an entire school year. Mr. T. not only has a passion for teaching, he has a passion for people in general over the entire world. Every **(Multicultural Awareness – Global Perspective, Sensitivity; Individual Characteristics – Role Model, Dedicated)** semester he continuously keeps coming up with a new theme in Astronomy that **(Vision – Farsighted, Resourceful, Global View; Knowledge – Content, Higher Order Thinking Skills)** incorporates not only everyone in his classes but tries to touch the entire world. His latest **(Vision – Farsighted, Persuasive, Resourceful, Global View, Clarity of Purpose; Multicultural Awareness – Global Perspective/Internationally Astute; Individual Characteristics – Energetic)** acronym that he uses as an ending to everything he teaches is: (G.N.A.T.S.) “Go Now and Teach Someone” as Mr. T. always encourages everyone to share what they've learned with others. **(Vision – Persuasive, Global View; Knowledge – Higher Order Thinking Skills; Effective Communicator – Interpersonal Relations; Multicultural Awareness – Global Perspective and Innovation; Global Leadership Image/Internationally Astute)** **(Vision – Persuasive, Resourceful, Global View, Clarity of Purpose; Knowledge – Content, Higher Order Thinking Skills)** I think Mr. T. is even a teacher of teachers in that he shares as a presenter at a teachers' convention, or a local teacher's sharing session. He reaches young people by presenting to elementary school children and reaches the older population by writing monthly articles in two large local newspapers. Guidance and administration send Mr. T. some of **(Vision – Persuasive, Resourceful; Knowledge – Content; Effective Communicator – Interpersonal Relations)** their hard student cases to turn around as he has a proven record of doing so. Adults call **(Vision – Farsighted, Persuasive, Clarity of Purpose; Effective Communicator – Interpersonal Relations, Feedback, Coach, Rapport; Individual Characteristics – Role Model, Respectful, Flexible, Dedicated)**

it “working his magic” and as a recent student newspaper put it affectionately, “Mr. T. **(Vision – Resourceful, Clarity of Purpose; Knowledge – Content; Effective Communicator – Interpersonal Relations, Feedback, Coach, Rapport)** our Superman”. For the community, Mr. T. has presented space training at elementary **(Vision – Resourceful, Global View; Knowledge – Content; Effective Communicator – Interpersonal Relations, Coach; Individual Characteristics – Role Model, Respectful, Dedicated, Energetic)** schools, has helped boy scouts get there Astronomy badge, and writes monthly articles for two large town newspapers in the area.

Mr. T. doesn’t have students taking his courses because they wish to learn what he teaching so much, but because they want to have him as a teacher. **(Effective Communicator - Rapport; Individual Characteristics – Role Model)** I think the fact that Mr. T. has built an elective Astronomy course from practically

nothing to probably the largest (attendance wise) high school Astronomy course in the **(Effective Communicator – Interpersonal Relations, Rapport; Multicultural Awareness – Sensitivity, Internationally Astute/Global Leadership Image; Individual Characteristics – Role Model, Dedicated, Energetic)** world speaks for itself.

Sincerely,

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**COMMUNITY MEMBER
ANCHOR SCORING – SUPERIOR Category**

To Whom It May Concern:

It is without reservation that I highly recommend Susie Jones for the Educator Astronaut Position. As a small business owner and volunteer in the Colorado Springs community for more than 17 years, I have worked with and observed Susie Jones in a variety of venues. There is no doubt in my mind that Ms. Jones exemplifies the qualities of an ideal teacher who instills strong values of service and commitment in her students (**Vision – Clarity of Purpose; Individual Characteristics – Role Model, Respectful**)

For example, during the past 15 years, Ms. Jones coordinated food and clothing drives at her middle school to contribute to the local Care and Share program. She also works closely with the local fire department to organize and distribute annual holiday donations of gifts and meals for needy families. And, Ms. Jones, and a variety of her students, can be seen volunteering at the Soup Kitchen at least one day a month.

During the course of the school year, Ms. Jones collaborates with local businesses to bring in guest speakers, schedule field trips, and facilitate job-shadowing opportunities in order to connect her students'

learning with the real world. In addition, Ms. Jones maintains a school-wide recycling program and **(Individual Characteristics – Role Model, Dedicated) (Vision – Persuasive, Resourceful, Global View, Clarity of Purpose; Knowledge – Content; Effective Communicator – Interpersonal Relations; Multicultural Awareness – Global Perspective and Innovation; Individual Characteristics – Role Model, Flexible)** highway beautification program.

Although my children are now in college, I remain abreast of Ms. Jones' classroom activities, as communicated in the local media's recognition of her students. For example, Ms. Jones' coordinates an

award winning Science Fair that partners business and community members with students, both as mentors **(Vision – Farsighted, Resourceful, Global View, Clarity of Purpose; Knowledge – Content, Higher Order Thinking Skills; Effective Communicator – Interpersonal Relations; Multicultural Awareness – Sensitivity; Individual Characteristics – Dedicated)** and evaluators. She also extends the students' presentations of their projects into local retirement homes – **(Vision – Global View, Clarity of Purpose; Knowledge – Higher Order Thinking Skills; Effective Communicator – Interpersonal Relations; Individual Characteristics – Dedicated)** allowing students to educate and entertain senior citizens who are confined to assisted living areas.

Among her admirable qualities is the fact that Ms. Jones' contributions extend beyond our city limits. For **(Multicultural Awareness – Internationally Astute/Global Leadership Image)** the past eight summers, Ms. Jones can be found volunteering in state and national parks in order to educate visitors on the importance of preserving and protecting our natural resources. And, for the past four years, she collected school supplies, clothing, and toys and personally delivered them to

(Vision – Persuasive, Resourceful, Global View, Clarity of Purpose; Knowledge – Content; Effective Communicator – Interpersonal Relations; Multicultural Awareness – Global Perspective and Innovation; Individual Characteristics – Role Model, Flexible)

children in the Ukraine during three-week mission trips.

In closing, one of the most inspiring attributes of Ms. Jones' work is her dedication to each of her

(Individual Characteristics – Flexible, Dedicated)

endeavors, despite a lack of public recognition or reward. She continually strives to educate her students,

(Knowledge – Content)

not only on the state-mandated content standards, but also on the need to give back to ones' community.

(Individual Characteristics – Flexibility)

Ms. Jones truly teaches the significance of service, without the need for recognition – exemplifying model

(Vision – Clarity of Purpose; Individual Characteristics – Role Model, Respectful)

citizenship that lacks cultural boundaries.

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GLOSSARY

Scoring Criteria

Page 1 Terminology and Examples:

Conceptual units – units that incorporate “the big ideas” of the content discipline

Differentiated instruction – modifications of the content process and or product to meet individual learner needs and abilities

Integrated units – the integration of different content areas and disciplines

Diagnostic – different forms of evaluative devices

Action research – research that is being conducted in the classroom

Page 2 Terminology and Examples:

Effective inquiry – using strategy of asking questions to learn and reflect upon the responses

Effective modeling – by example and demonstration

Synergistic – working together toward a common end collaborative and cooperative

Appraisal – evaluation

Scoring Criteria “Look Fors” Comprehensive List

Page 5 Terminology and Examples:

Align in content standards – curriculum will support national and or state content outcomes

Judge a process – critiques the steps

Page 6 Terminology and Examples:

Correct research techniques – examples: controlled groups, quantitative and qualitative methodologies

Page 8 Terminology and Examples:

Accommodates the needs and interest of others – both for relationship building and the sake of learning the teacher modifies either the instructional setting or the instruction to insure student success. Example: a) Student figures his glasses. Teacher moves him to the front of the classroom. b) Student likes rockets. Teacher teaches physics and will assign student with project related to rockets to accomplish the lesson objectives.

Mutually responsive – is to the benefit of the both parties.

Mutually approving – meets the needs and is accepted by both parties

REFERENCES

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